Assessment 005

Activity Sheets
and
Resources

Activity # 1
Assessment *of* and *for*

Directions: Work in pairs to complete the chart.

	Assessment *of* Learning	Assessment *for* Learning
Purpose		
Primary Users		
Typical Uses		
Teacher's Role		
Student's Role		

Activity #3

Matching Achievement Targets & Assessment Methods

Instructions: Read each scenario and respond to each of the questions.

Scenario A: Assume you want your students to master some specific factual or procedural knowledge because it represents an important foundation for later work. To reach this goal, you plan a series of instructional activities to help your students master this required material. Now you want to assess to be sure they've got it. In this particular case, you want them to know the material outright, not through the use of reference materials.

1. Could you assess mastery of this material using selected response modes of assessment, such as simple multiple choice, true-false, or matching? YES or NO? Briefly explain:

2. Could you assess your students' mastery of this material using an essay? YES or NO? Briefly explain:

3. If you wanted to assess students' mastery of factual or procedural knowledge as specified above, could you use a performance assessment? YES or NO? Briefly explain:

4. Do you think the personal communication form of assessment could provide you with a viable assessment of your students' mastery? YES or NO? Briefly explain:

Scenario B: Assume that you teach French and wish to assess your students' skill at communicating in that language in a conversational situation. So the skill of *oral language proficiency* is your target.

1. Can you assess oral language proficiency in a conversational context using a selected response mode of assessment? WHY or WHY NOT? Defend your answer:

2. Can you assess these skills using an essay form of assessment? YES or NO? Why?

3. Will performance assessment work as a basis for assessing the foreign language speaking proficiency of your students? YES or NO? Why?

4. Can you use personal communication as a basis for assessing conversational skill in a second language? WHY or WHY NOT? Defend your answer:

Scenario C: You have seen to it that your students are able to access important knowledge when required. Now you want to see if they can use that knowledge productively to solve relevant problems. You want to see if they can reason analytically (think about the parts of things) and comparatively (think in terms of similarities and differences), draw inferences, and think critically (take and defend a position on an issue).

1. Can you get these things with selected response assessments? Explain WHY or WHY NOT:

2. Does the essay method of assessment work in contexts where we seek to assess reasoning proficiency? WHY or WHY NOT? Explain:

3. Is performance assessment a viable alternative when assessing reasoning proficiency? What do you think? WHY or WHY NOT?

4. Can we use personal communication as an assessment method to probe a student's ability to use knowledge to reason effectively and solve problems? YES or NO? Defend your response:

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Scenario D: You want your students to be able to create quality products—products that meet certain specified standards. They might be written products such as term papers, technology products, craft products artistic creations, or similar products. Your instruction has centered on helping students learn the differences between products that are of high and low quality. You have provided practice in developing products that meet your standards. Now it is time to assess the students' achievement to see if your instruction was effective.

1. Can you assess the ability to create these kinds of products using selected response modes of assessment? WHY or WHY NOT? Explain:

2. Will essay assessment work for evaluating this kind of achievement? YES or NO? Why?

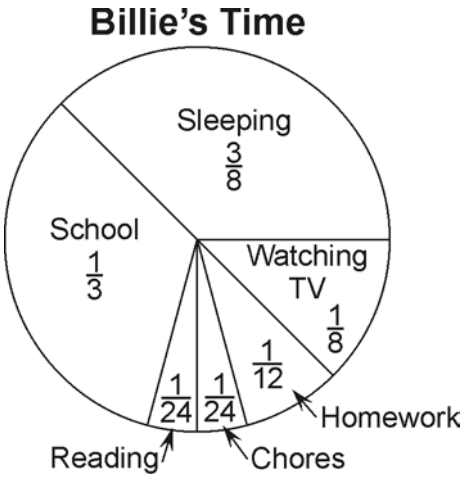
3. Can performance assessment provide the evidence of proficiency needed to evaluate this kind of achievement target? YES or NO? Defend your response:

4. Is personal communication a viable way to assess when products serve as the source of evidence of proficiency? Yes or NO? Why?

Activity #4
Descriptive Feedback

Title: Billie's Circle Graph

Billie spends the 24 hours of each day, Monday through Friday, as shown on the graph below.



a. How many hours each day does Billie spend on each activity shown in this graph?

b. Billie needs to spend more time on her homework. She plans to reduce her TV time by 50% and her chore time by 50% and add these amounts to her homework time. If she does this, how much **total** time will she have to spend on her homework? Explain your reasoning **and** show your work.

BE SURE TO LABEL YOUR RESPONSES (a) AND (b).

(a) Sleeping = 8 hours
School = 7 hours
T[illegible] = 4 hours
Homework = 3
Chores = 1
Reading = 1

(b) TV = 2 4-2
Chores = [illegible] minutes 1÷2
Homework = 5½ hours 3+2½

Activity #4
Descriptive Feedback

What you did well
An error I see
What I would like to know more about
Things to do next time

Self-survey of Classroom Assessment Practices

1. Pre- Instructional Assessments

Description of Pre-Assessment	Depth of Knowledge/Bloom's Level	Standards Addressed

2. Assessments During the Instructional/Learning Process---Formative

Description of Formative Assessment	How often or when is the strategy used?	How is information used and/or recorded?

Self-survey of Classroom Assessment Practices

3. Post-Instructional Assessments--Summative

Description of Summative Assessment	Depth of Knowledge/Bloom's Level	Standards Addressed

4. How are students involved in their own assessment?

5. How are students evaluating themselves?

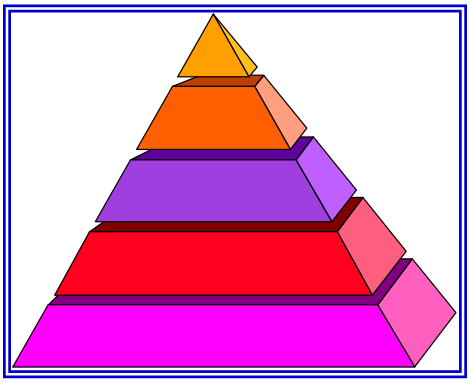
6. How are students evaluating their peers?

7. How do you use descriptive feedback to engage students?

8. What testing accommodations or adaptations do you use for various students?

Self-survey of Classroom Assessment Practices

Further refection or notes to self regarding classroom assessment practices:

COGNITIVE  COMPLEXITY

BLOOM'S TAXONOMY	WEBB'S DEPTH OF KNOWLEDGE
KNOWLEDGE "The recall of specifics and universals, involving little more than bringing to mind the appropriate material"	***Recall*** – Recall of a fact, information, or procedure (e.g., What are 3 critical skill cues for the overhand throw?)
COMPREHENSION "Ability to process knowledge on a low level such that the knowledge can be reproduced or communicated without a verbatim repetition."	
APPLICATION "The use of abstractions in concrete situations."	***Basic Application of Skill/Concept*** – Use of information, conceptual knowledge, procedures, two or more steps, etc. (e.g., Explain why each skill cue is important to the overhand throw. "By stepping forward you are able to throw the ball further.")
ANALYSIS "The breakdown of a situation into its component parts."	***Strategic Thinking*** – Requires reasoning, developing a plan or sequence of steps; has some complexity; more than one possible answer; generally takes less than 10 minutes to do (e.g., Design 2 different plays in basketball and explain what different skills are needed and when the plays should be carried out.)
SYNTHESIS AND EVALUATION "Putting together elements & parts to form a whole, then making value judgments about the method."	***Extended Thinking*** – Requires an investigation; time to think and process multiple conditions of the problem or task; and more than 10 minutes to do non-routine manipulations (e.g., Analyze 3 different tennis, racquetball, and badminton strokes for similarities, differences, and purposes. Then, discuss the relationship between the mechanics of the stroke and the strategy for using the stroke during game play.)

Four Levels of Depth of Knowledge

1. *Recall* - Recall of a fact, information, or procedure

2. *Basic Application of Skill/Concept* - Use of information, conceptual knowledge, procedures, two or more steps, etc.

3. *Strategic Thinking* - Requires reasoning, developing a plan or sequence of steps; has some complexity; more than one possible answer; generally takes less than 10 minutes to do.

4. *Extended Thinking* - Requires an investigation; time to think and process multiple conditions of the problem or task; and more than 10 minutes to do non-routine manipulations.

Webb, Norman L., *Alignment of Science and Mathematics Standards and Assessments in Four States*, Council of Chief State School Officers, 1999.

DEPTH OF KNOWLEDGE LEVEL DESCRIPTORS BY SOME CONTENT AREAS

	MATH/SCIENCE	READING	WRITING
Level 1 - Recall	Includes the recall of information such as a fact, definition, term, or a simple procedure, as well as performing a simple algorithm or applying a formula. That is, in mathematics a one-step, well-defined, and straight algorithmic procedure should be included at this lowest level. In science, a simple experimental procedure including one or two steps should be coded as Level 1. Other key words that signify a Level 1 include *identify, recall, recognize, use,* and *measure.* Verbs such as *describe* and *explain* could be classified at different levels depending on what is to be described and explained.	Requires students to receive or recite facts or to use simple skills or abilities. Oral reading that does not include analysis of the text as well as basic comprehension of a text is included. Items require only a shallow understanding of text presented and often consist of verbatim recall from text or simple understanding of a single word or phrase. Some examples that represent but do not constitute all of Level 1 performance are: ✍ Support ideas by reference to details in the text ✍ Use a dictionary to find the meaning of words. ✍ Identify figurative language in a reading passage. *Automaticity (dependent on grade level)*	Level 1 requires the student to write or recite simple facts. This writing or recitation does not include complex synthesis or analysis but basic ideas. The students are engaged in listing ideas or words as in a brainstorming activity prior to written composition, are engaged in a simple spelling or vocabulary assessment or are asked to write simple sentences. Students are expected to write and speak using Standard English conventions. This includes using appropriate grammar, punctuation, capitalization and spelling. Some examples that represent but do not constitute all of Level 1 performance are: ✍ Use punctuation marks correctly. ✍ Identify Standard English grammatical structures and refer to resources for correction.
Level 2 – Basic Application of Skill/ Concept	Includes the engagement of some mental processing beyond a habitual response. A Level 2 assessment item requires students to make some decisions as to how to approach the problem or activity, whereas Level 1requires students to demonstrate a rote response, perform a well-known algorithm, follow a set procedure (like a recipe), or perform a clearly defined series of steps. Key words that generally distinguish a Level 2 item include *classify, organize, estimate, make observations, collect and display data,* and *compare data.* These actions imply more than one step. For example, to compare data requires first identifying characteristics of the objects or phenomenon and then grouping or ordering the objects. Some action verbs, such as *explain, describe*, or *interpret* could be classified at different levels depending on the	Includes the engagement of some mental processing beyond recalling or reproducing a response; it requires both comprehension and subsequent processing of text or portions of text. Intersentence analysis of inference is required. Some important concepts are covered but not in a complex way. Standards and items at this level may include words such as *summarize, interpret, infer, classify, organize collect, display, compare,* and *determine whether fact or opinion.* Literal main ideas are stressed. A Level 2 assessment item may require students to apply some of the skills and concepts that are covered in Level 1. some examples that represent but do not constitute all of Level 2 performance are: ✍ Use context cues to identify the	Level 2 requires some mental processing. At this level students are engaged in first draft writing or brief extemporaneous speaking for a limited number of purposes and audiences. Students are beginning to connect ideas using a simple organizational structure. For example, students may be engaged in note-taking, outlining or simple summaries. Text may be limited to one paragraph. Students demonstrate a basic understanding and appropriate use of such reference materials as a dictionary, thesaurus, or web site. Some examples that represent but do not constitute all of Level 2 performance are: ✍ Construct compound sentences. ✍ Use simple organizational strategies to structure written work.

	object of the action. For example, if an item required students to explain how light affects mass by indicating there is a relationship between light and heat, this was considered a Level 2. Interpreting information from a simple graph, requiring reading information from the graph, also is a Level 2. Interpreting information from a complex graph that requires some decisions on what features of the graph need to be considered and how information from the graph can be aggregated is a Level 3. Caution is warranted in interpreting Level 2 as only skills because some reviewers will interpret skills very narrowly, as primarily numerical skills, and such interpretation excludes from this level other skills such as visualization skills and probability skills, which may be more complex simply because they are less common. Other Level 2 activities include explaining the purpose and use of experimental procedures; carrying out experimental procedures; making observations and collecting data; classifying, organizing, and comparing data; and organizing and displaying data in tables, graphs, and charts.	meaning of unfamiliar words. ✍ Predict a logical outcome based on information in a reading selection. ✍ Identify and summarize the major events in a narrative. Use information or conceptual knowledge *2 or more steps*	✍ Write summaries that contain the main idea of the reading selection and pertinent details.
Level 3 – Strategic Thinking	Requires reasoning, planning, using evidence, and a higher level of thinking than the previous two levels. In most instances, requiring student to explain their thinking is a Level 3. Activities that require students to make conjectures are also at this level. The cognitive demands at level 3 are complex and abstract. The complexity does not result from the fact that there are multiple answers, a possibility for both Levels 1 and 2, but because the task requires more demanding reasoning. An activity, however, that has more than one possible answer and requires students to justify the response they give would most likely be a Level 3. Other Level 3 activities include	Deep knowledge becomes more of a focus at Level 3. Students are encouraged to go beyond the text; however, they are still required to show understanding of the ideas in the text. Students may be encouraged to explain, generalize, or connect ideas. Standards and items at Level 3 involve reasoning and planning. Students must be able to support their thinking. Items may involve abstract theme identification, inference across an entire passage, or students' application of prior knowledge. Items may also involve more superficial connections between texts. Some examples that represent but	Level 3 requires some higher level mental processing. Students are engaged in developing compositions that include multiple paragraphs. These compositions may include complex sentence and may demonstrate some synthesis and analysis. Students show awareness of their audience and purpose through focus, organization and the use of appropriate compositional elements. The use of appropriate compositional elements includes such things as addressing chronological order in a narrative or including supporting facts and details in an informational report. At this stage

	drawing conclusions from observations; citing evidence and developing a logical argument for concepts; explaining phenomena in terms of concepts; and using concepts to solve problems.	do not constitute all of Level 3 performance are: ✍ Determine the author's purpose and describe how it affects the interpretation of a reading selection. ✍ Summarize information from multiple sources to address a specific topic. ✍ Analyze and describe the characteristics of various types of literature.	students are engaged in editing and revising to improve the quality of the composition. Some examples that represent but do not constitute all of Level 3 performance are: ✍ Support ideas with details and examples. ✍ Use voice appropriate to the purpose and audience. ✍ Edit writing to produce a logical progression of ideas.
Level 4 – Extended Thinking	Requires complex reasoning, planning, developing, and thinking most likely over an extended period of time. The extended time period is not a distinguishing factor if the required work is only repetitive and does not require applyin g significant conceptual understanding and higher-order thinking. For example, if a student has to take the water temperature from a river each day for a month and then construct a graph, this would be classified as a Level 2. However, if the student is to conduct a river study that requires taking into consideration a number of variables, this would be a Level 4. At Level 4, the cognitive demands of the task should be high and the work should be very complex. Students should be required to make several connections – relate ideas within the content area or among content areas – and have to select one approach among many alternatives on how the situation should be solved, in order to be at this highest level. Level 4 activities include designing and conducting experiments; making connections between a finding and related concepts and phenomena; combining and synthesizing ideas into new concepts; and critiquing experimental designs.	Higher order thinking is central and knowledge is deep at Level 4. The standard or assessment item at this level will probably be an extended activity, with extended time provided. The extended time period is not a distinguishing factor if the required work is only repetitive and does not require applying significant conceptual understanding and higher-order thinking. Students take information from at least one passage and are asked to apply this information to a new task. They may also be asked to develop hypotheses and perform complex analyses of the connections among texts. Some examples that represent but do not constitute all of Level 4 performance are: ✍ Analyze and synthesize information from multiple sources. ✍ Examine and explain alternative perspectives across a variety of sources. ✍ Describe and illustrate how common themes are found across texts from different cultures.	Higher-level thinking is central to Level 4. The standard at this level is a multi-paragraph composition that demonstrates synthesis and analysis of complex ideas or themes. There is evidence of a deep awareness of purpose and audience. For example, informational papers include hypotheses and supporting evidence. Students are expected to create compositions that demonstrate a distinct voice and that stimulate the reader or listener to consider new perspectives on the addressed ideas and themes. An example that represents but does not constitute all of Level 4 performance is: ✍ Write an analysis of two selections, identifying the common theme and generating a purpose that is appropriate for both. *creativity*

Math/Science examples from: Webb, Norman L., *Alignment of Science and Mathematics Standards and Assessments in Four States*, Council of Chief State School Officers, 1999.

LA examples from: Council of Chief State School Officers TILSA Alignment Study, *Reviewer Background Information and Instructions*, May, 2001.